

# The System of Higher Education in Germany and its Internationalisation

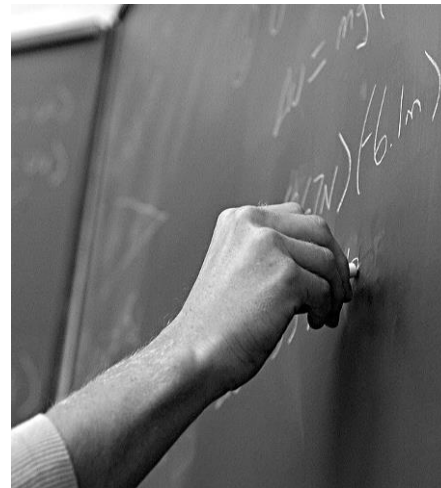
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- 1. The Historical development of the system of Higher Education in Germany**
- 2. The current state of HE in Germany**
- 3. Coming to Terms with Bologna:  
The fundamental Impact on Higher Education in Germany**
- 4. Elements of Internationalisation of HE in Germany?**
- 5. Current Challenges and Debates**

# 1 | The Historical development of the System of Higher Education in Germany



# The first Universities in Germany

- The first university was founded in 1379 in Erfurt; 1386 in Heidelberg; followed by Cologne, Leipzig, Freiburg, and others.
- These universities, which trained only a small intellectual elite of a few thousand, focused on the classics and religion.
- In the sixteenth century, the Reformation led to the founding of universities along sectarian lines.



# The spirit of Humboldt

- 1810: Founding of the University of Berlin by Wilhelm von Humboldt
- His ideas were a guideline for the development of German Universities:
  - unity of teaching and research,
  - freedom of the arts and sciences,
  - autonomy of the university to regulate its internal academic affairs



# Universities in the 19th Century

- In the late Nineteenth Century and up to the late 1920's, the German system of higher education expanded and diversified. Beyond the traditional university type, comprising the full spectrum of disciplines, new technical universities and teacher training colleges were founded.
- Leibniz Universität Hannover:
  - 1831 “Higher Trading School”
  - 1879 Technical University

# Universities and the Nazi Regime

- From 1933 to 1945 the German institutions of higher education mostly submitted themselves to Nazi ideology, but were also subject to strict political control.
- Many Jewish and other scholars and students were forced to leave the institutions, and many emigrated.
- These events caused severe setbacks, especially in such fields as social sciences and the natural sciences which took years to mitigate or to redress.

# Reconstruction of Higher Education after World War II

- While higher education, like all cultural and education affairs became federalised, and thus the responsibility of the region (Bundesländer) in Western Germany after 1945, a centralized higher education system was established in the German Democratic Republic.

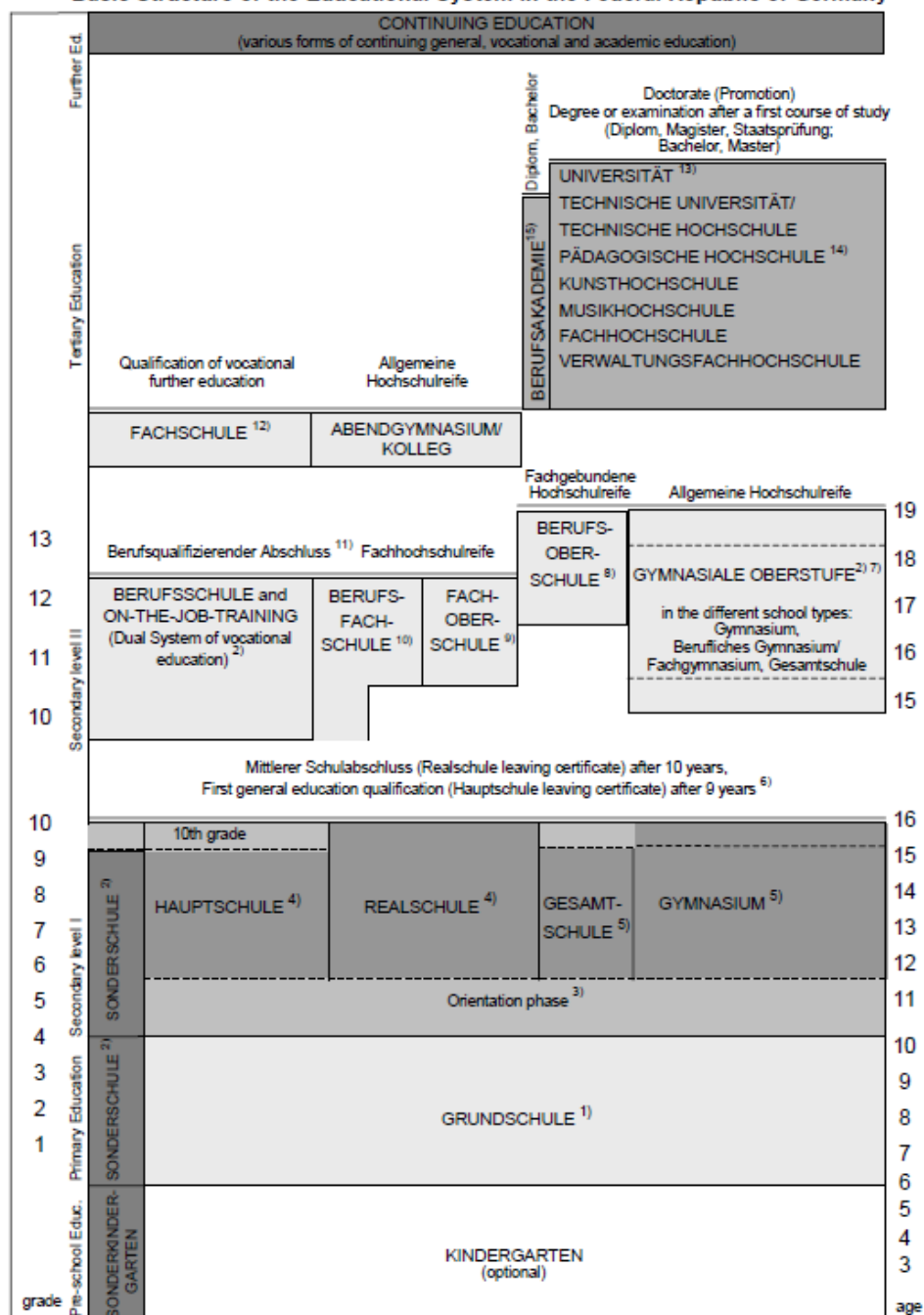




## 2 | The current state of Higher Education in Germany



# Basic Structure of the Educational System in the Federal Republic of Germany



# Dual education system (vocational training, non-university)

- A dual education system combines apprenticeships in a company and vocational education at a vocational school in one course.
  - Courses last for two or three years
  - strictly regulated and defined by national standards
- There are vocational training programmes for more than 400 occupations available e.g. nurse, bank clerk, Electrician, Doctor's Assistant, Dispensing Optician...

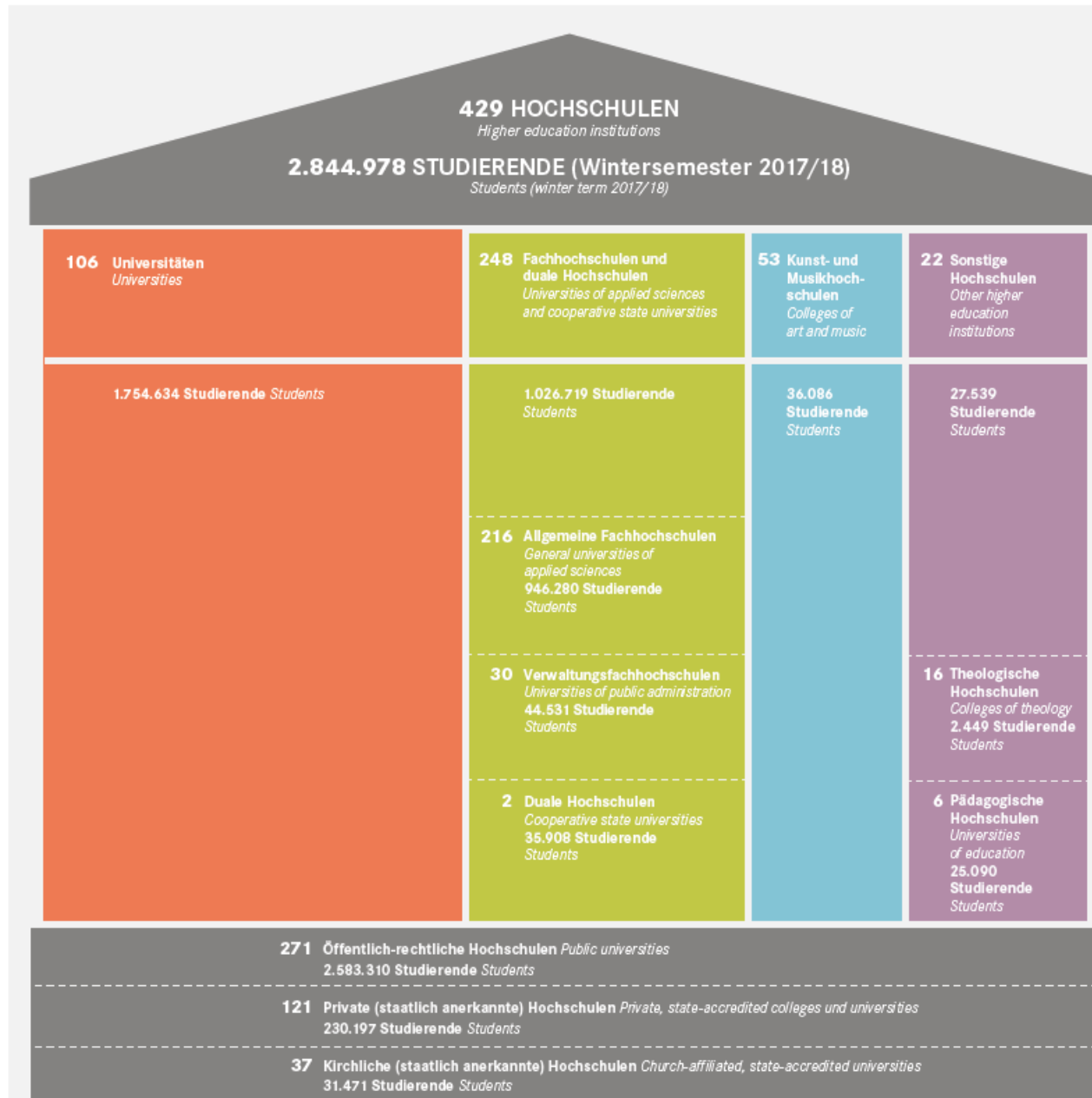
# Higher “University” Education in Germany:

## Types of Institutions

- Types of Institutions that offer higher education in Germany (429):
  - Universitäten** (Universities) (106)
    - usually whole range of academic disciplines (some specialised ones)
    - particular focus on basic research
    - mainly theoretical orientation and research-oriented components
    - right to confer doctoral degrees
  - Fachhochschulen** (Universities of Applied Sciences) (270)
    - concentrate their study programmes often in engineering and other technical disciplines, business-related studies, social work, administrative studies, religion, and design
    - distinct application-oriented focus and professional character of studies.
  - Kunst- und Musikhochschulen** (Universities of Arts/ Music) (57)
    - studies for artistic careers in fine arts, performing arts and music
    - design architecture, media and communication

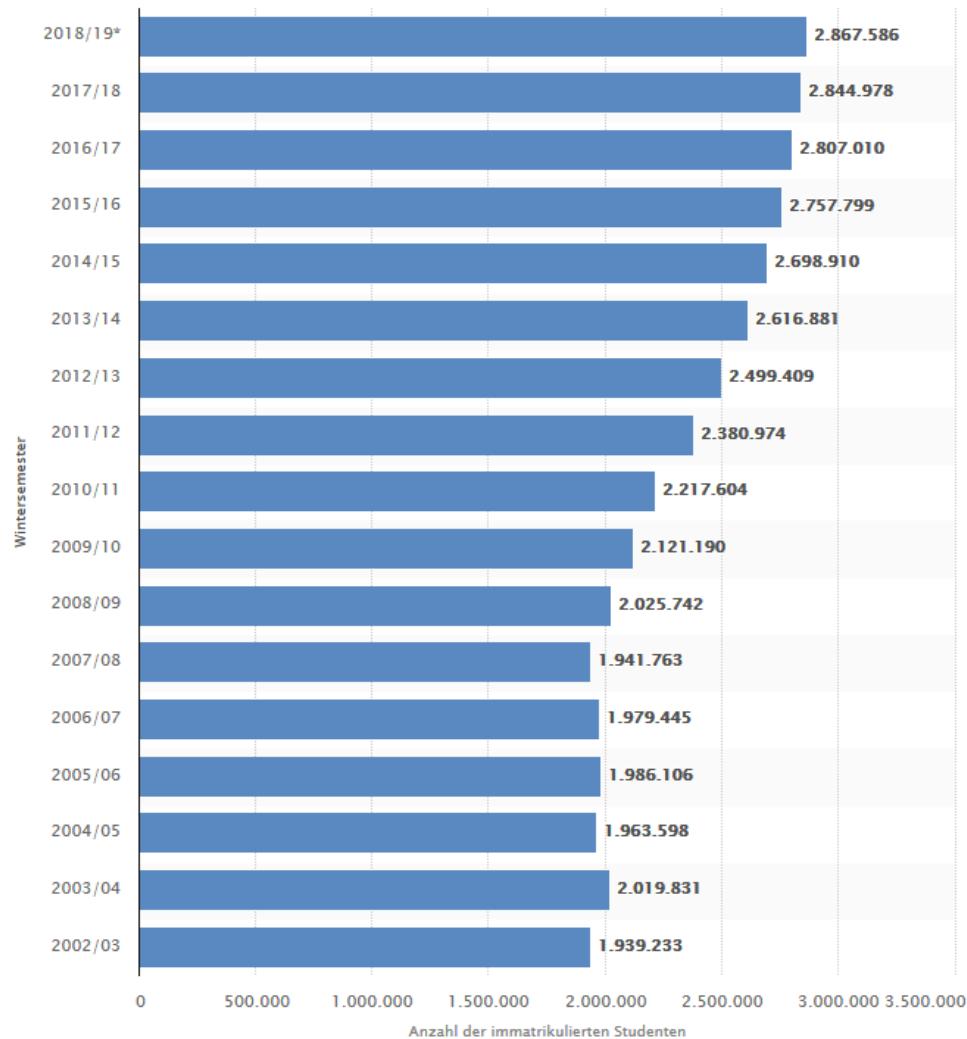
## 4. Die verschiedenen Hochschularten

*Types of higher education institutions*





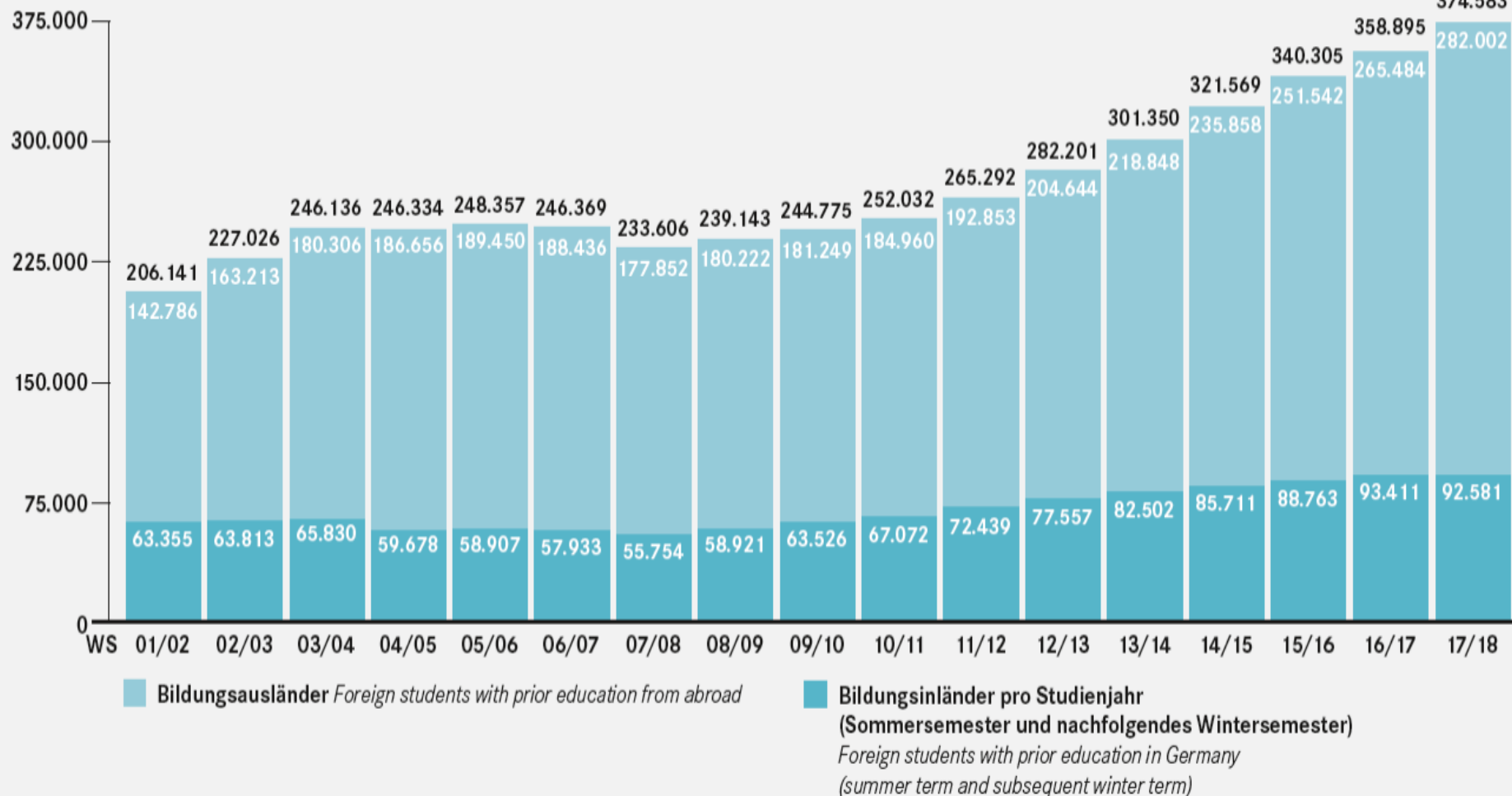
# Numbers of Students at German Universities from 2002 until 2018

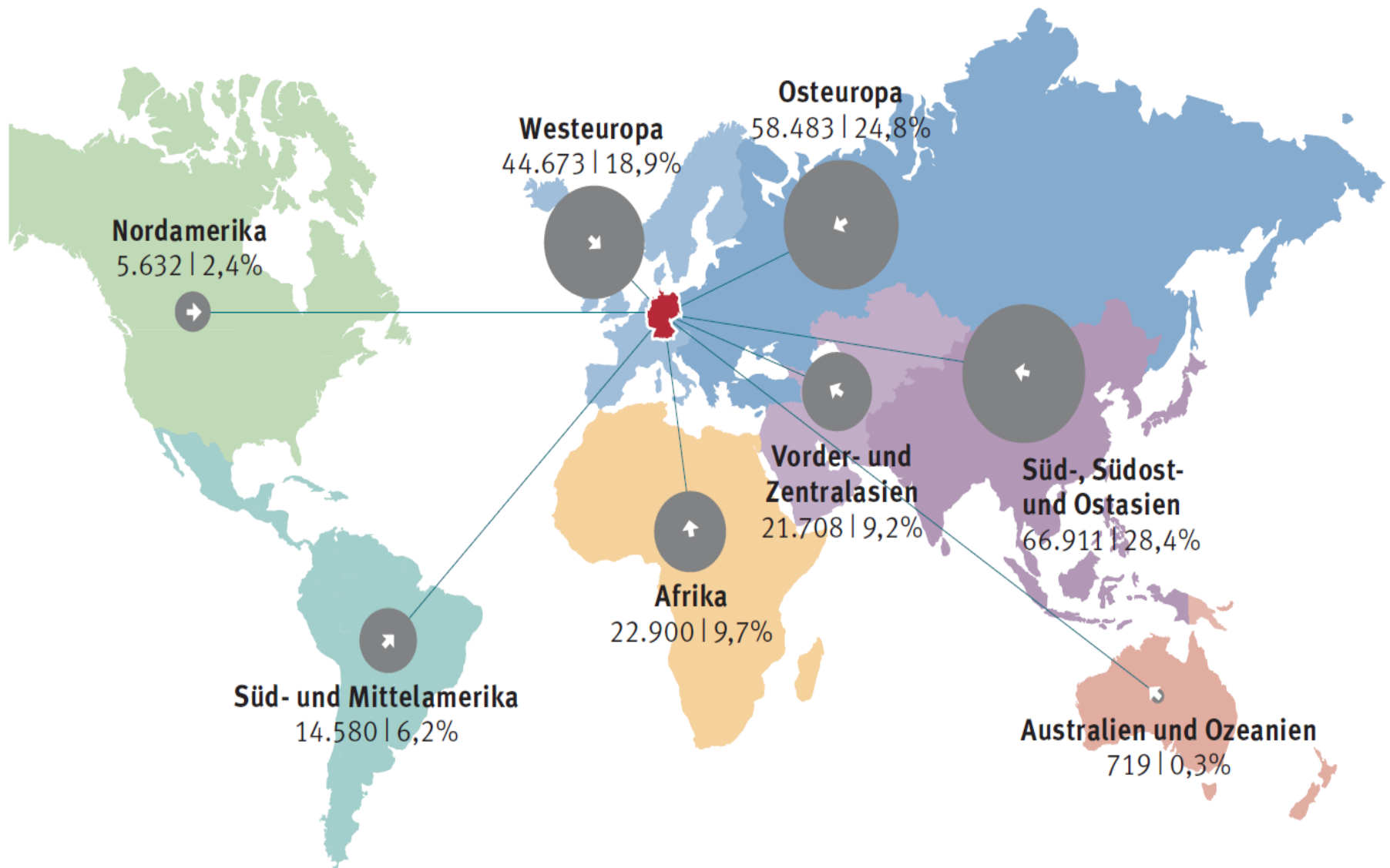


*Foreign students enrolled at German universities and universities of applied sciences*

**Ausländische Studierende seit dem Wintersemester 2001/02**

*Foreign Students since the winter term 2001/02*



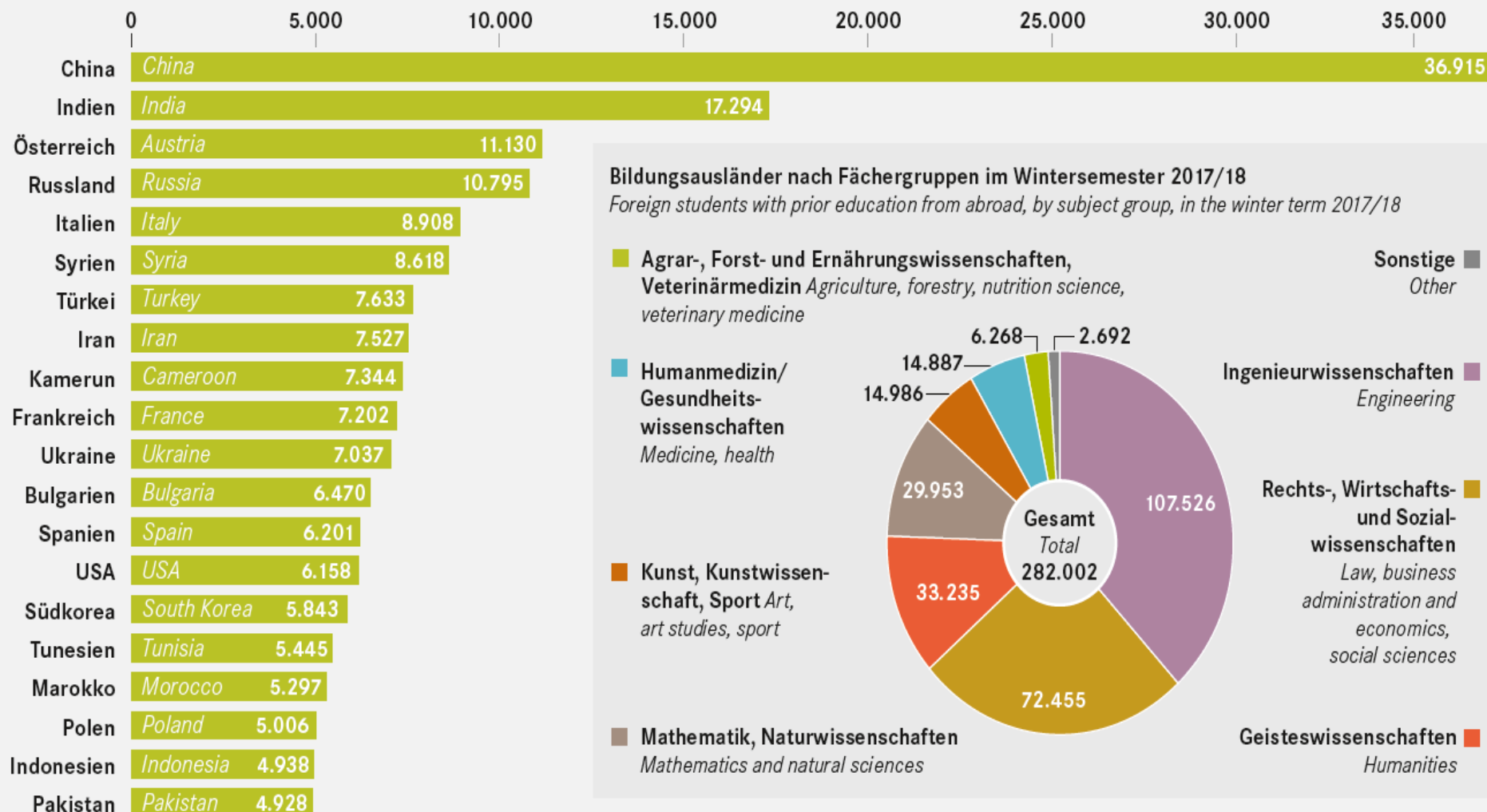


## Origins of foreign students coming to Germany



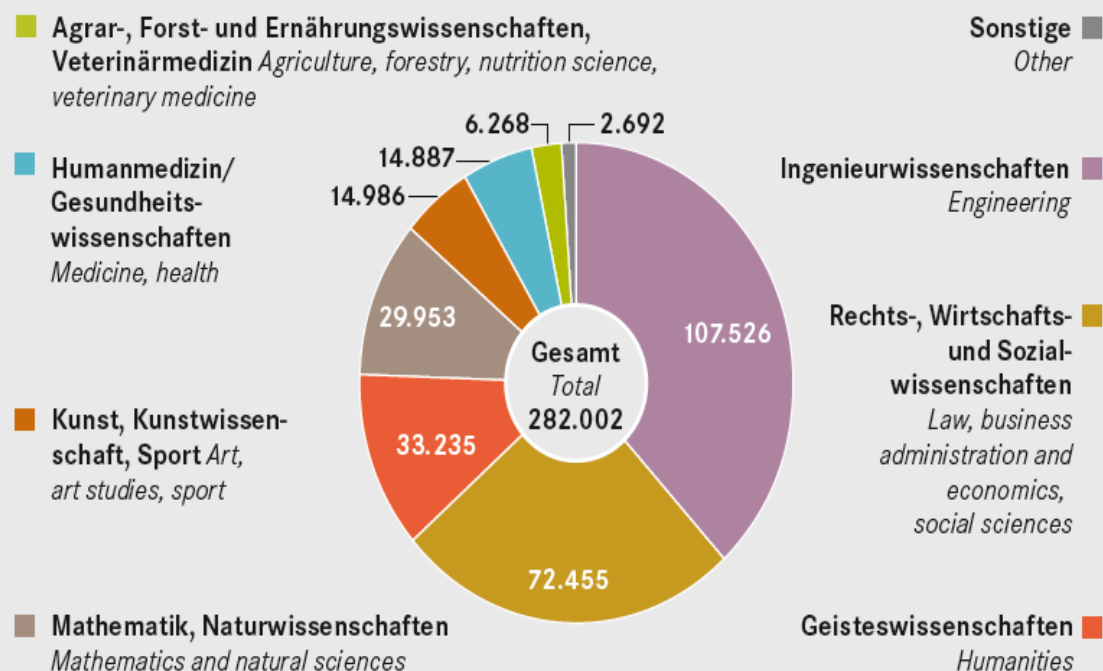
## Bildungsausländer aus den wichtigsten Herkunftsländern im Wintersemester 2017/18

Foreign students with prior education from abroad by the most important countries of origin in the winter term 2017/18



## Bildungsausländer nach Fächergruppen im Wintersemester 2017/18

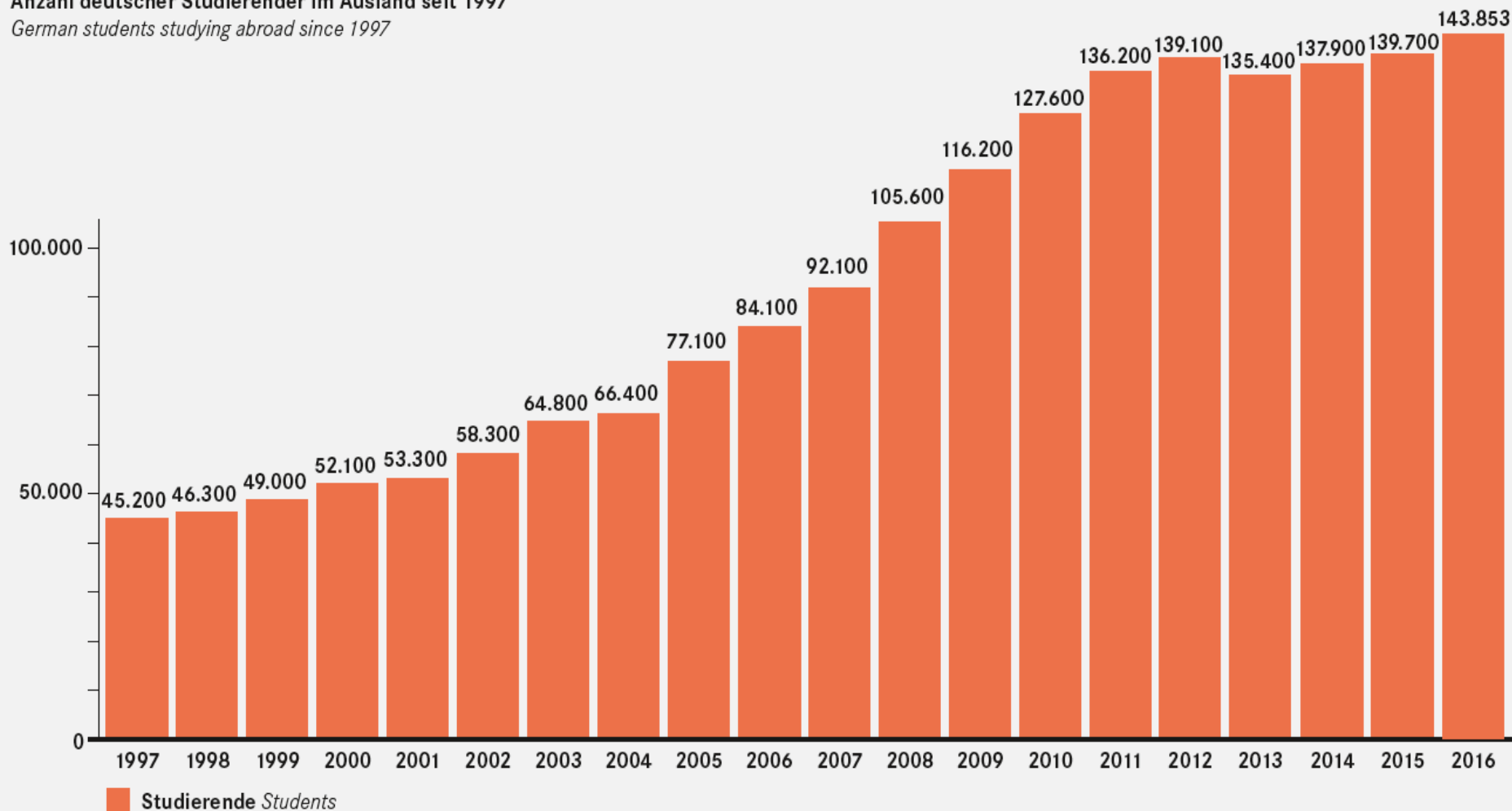
Foreign students with prior education from abroad, by subject group, in the winter term 2017/18



[Quelle: Statistisches Bundesamt; DAAD]

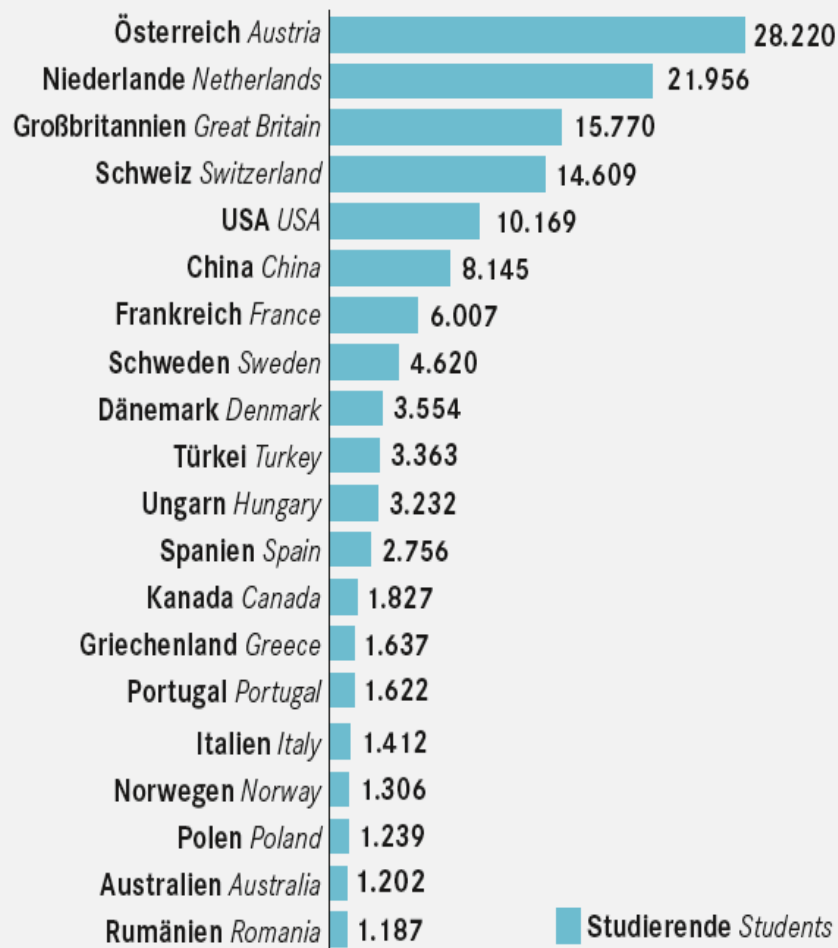
## Anzahl deutscher Studierender im Ausland seit 1997

*German students studying abroad since 1997*



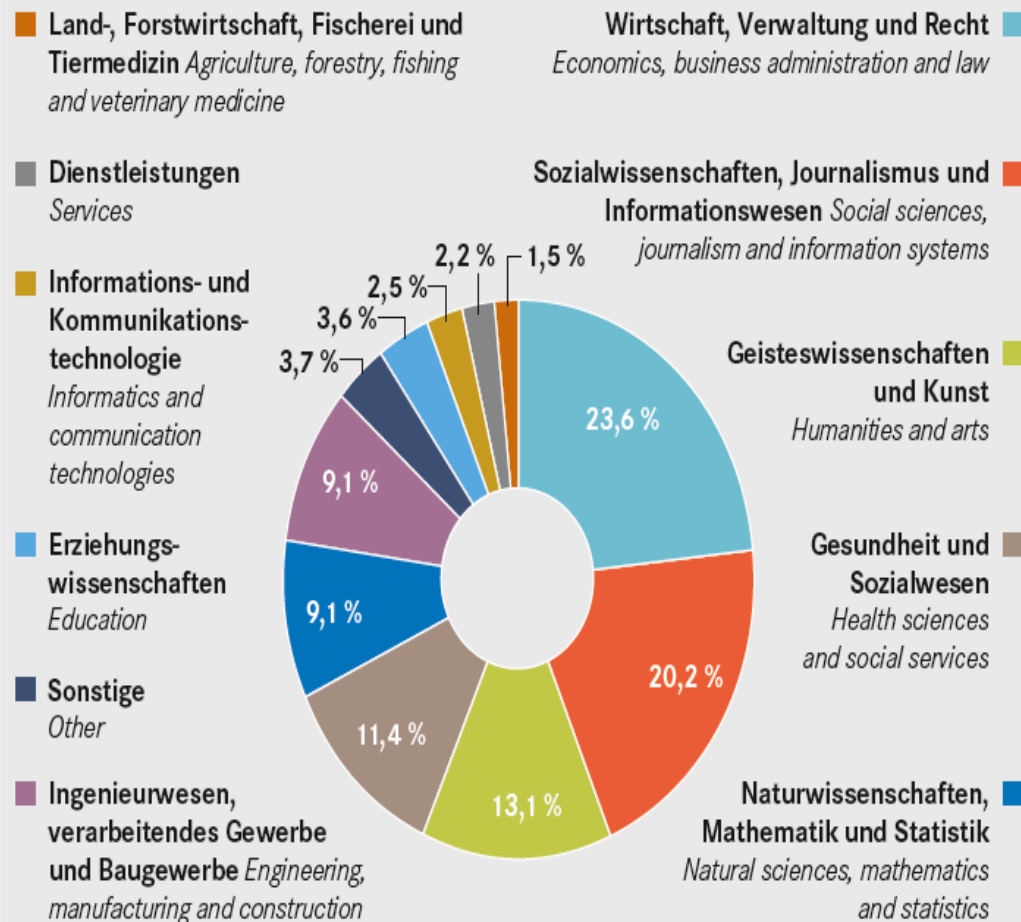
## Wichtige Gastländer deutscher Studierender im Ausland 2016

Major host countries of German students abroad in 2016



## Deutsche Studierende im Ausland nach Fächergruppe 2016\*

German students abroad in 2016, by subject group\*



## Public or private?

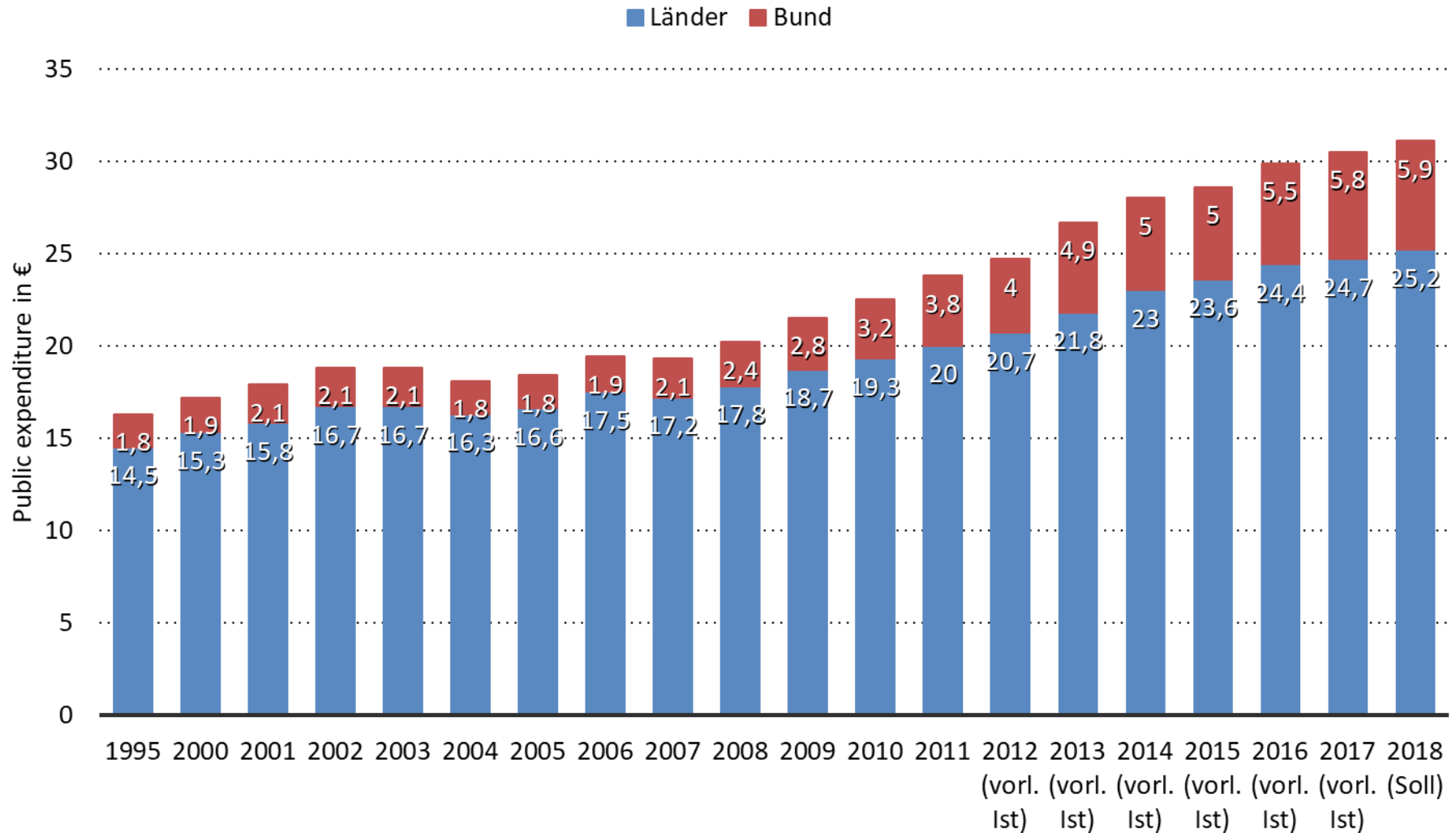
- Even though the number of private institutions is increasing, public institutions remain clearly in the majority. (279 government-funded and 106 private).
- Private institutions are very small, offering only a very limited range of subjects, e.g. Business Administration, Media Studies, Design, and charge high tuition fees (75% of funding comes from fees).
- 92 % of all students are matriculated at public higher education institutions.

# Minor role of private finance in funding HE

- According to OECD statistics, around 30 % of the funds spent worldwide on higher education stem from private sources; however, in Germany this is only around 16 %.
- Tuition fees play a very minor role in Germany. Fees were introduced and have been abolished again.

→ Neither German nor foreign students pay tuition fees in Germany! (exception is Baden Württemberg)

# Public expenditure for Universities in Germany 1995 until 2018 (in Billions €)



# Higher Education Federal Funding

- Germany spends 1.1% of its Gross Domestic Product in tertiary education.
- 2010: 31.1 billion € for universities
  - regional governments: 25.2 billion € (85.4 %)
  - Federal Government: 5.9 billion € (14.6 %)
- Overall expenditure is growing, BUT the increase in funds has not been nearly enough to keep up with the heavily growing demand for higher education. The number of new students has doubled since 1995.
- Problem: lack of resources in the regions

### 3 | Coming to Terms with Bologna: The fundamental Impact on Higher Education in Germany





## ***“harmonising the architecture of the European Higher Education system”*** (Sorbonne declaration, Paris 1998)

### Purpose of the Bologna Process:

- the creation of the European Higher Education Area (EHEA) by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe
- Bologna Declaration: signed in 1999 by Education Ministers from 29 European countries; Further meetings were held, further states have joined the EHEA (today 47 participating countries)

# Accreditation prior to Bologna

- Traditionally the establishment of new degree programmes at German higher education institutions, including their study and examination regulations, needed the approval of the responsible Ministry of the respective State.

... and then came Bologna...



## New system of accreditation since 1998

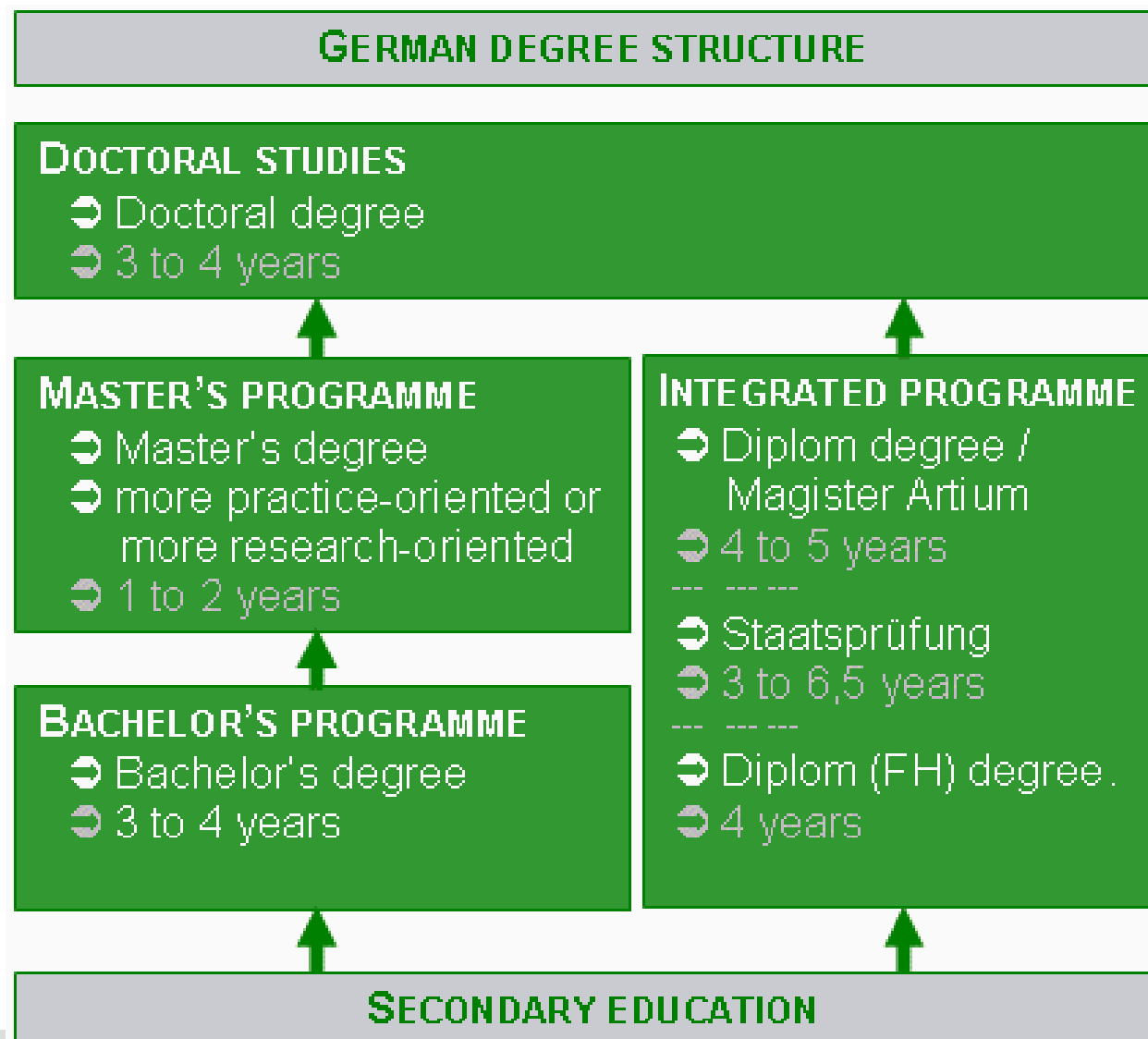
- German accreditation policy was introduced in 1998
- Aim: ensure national quality standards in higher education curricula and to assess labour market relevance of newly established Bachelor and Master programmes in Germany.
- A national Accreditation Council and six accreditation agencies were established to ensure quality and comparability of qualifications, the organization of studies and general degree requirements.
- All study programmes have to be re-accredited every five years.
- LUH has been successful in achieving a “System Accreditation” in 2017

# Types of Programmes and Degrees awarded prior to Bologna

- Studies in all three types of institutions have traditionally been offered in integrated "long" (one-tier) programmes leading to Diplom- or Magister Artium degrees or completed by a Staatsprüfung (State Examination).

... and then came Bologna...





# Critique and Challenges of Bologna

- The established guidelines and regulations were far closer to the UK and Ireland's models than those used in most of Continental Europe. Thus, in many countries the Process was not implemented without criticism.
- The critique can be grouped in two fields: one is **economic** and the other **academic**

# Economic Critique

- Cut down the spending on higher education (reduce state funding)
- enhancing and speeding up the employability of graduates
- study plans are designed according to the needs of the economy and the market
- reduce the democratic control of the universities and the system of higher education

# Academic Critique I

- The worst of both worlds:
  - The vocational three-year degrees are not intended for further study, so those students who also want to advance to a master's degree will be at a disadvantage.
  - The academic three-year degrees prepare only for continuing towards master's, so students who enter the workforce at that point will not be properly prepared.
- The master's degree effectively becomes the minimum qualification for a professional engineer, rather than the bachelor's degree.



## Academic Critique II

- The distinction between vocational and academic higher education (German tradition) is blurred by Bologna.
- The transition from "long" (one-tier) programmes (Diplom- / Magister / State Examination) to a two-tier study system is problematic.
- ECTS credits are not standardized in Europe
- Bologna is a process that standardizes the titles but not the content of the qualification.

# The Bologna regulations did have a decisive impact on...

- The structures and designs of **study programmes**
- The establishment of a unified system of **accreditation**
- The **recognition of grades and exams** across the EU
- A **widening of access** to higher education
- Stronger **focus on general skills and employability**
- The introduction on the concept of **Diversity**
- The **quality management of teaching**

## 4 | Elements of Internationalisation of HE in Germany?

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- Core Values: freedom of research; democracy; diversity; and equality
- A University can not be run like a company; education is not just another „good“ to be traded on the market (vs.). neoliberal approach to HE (USA, AUS, UK)
- Philanthropy, institutional egoism, and networking
- We are not very good at „selling ourselves“ – we call problems problems and not „challenges“
- Pro integration of internationals
- Striving for distributive excellence via real co-operation
- Plurality of languages: English and German

## 5 | Current Debates and Challenges

# 5 | Current debates and challenges

- state as the key player in the system of Higher education in Germany in terms of funding, maintaining and controlling **vs.** autonomy of the universities
- Lack of funding **vs.** resistance towards tuition fees and private sponsorship
- How to attract more highly qualified foreign students and staff and convince them to stay in Germany?
- Offering programmes in English or in German?
- Should international students pay tuition fees?
- How do we motivate a higher number of students to go abroad?